NYBORG'S CONCEPT TEACHING MODEL APPLIED IN ORDER TO POSITIVELY CHANGE PREREQUISITES FOR LEARNING AND FACILITATE INCLUSION

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Abstract: This article is divided into two parts. The first part explains central aspects of Nyborg's theory of learning and corresponding educational practice. The second part focuses on the educational practice with emphasis on experiences with the application of a Concept Teaching Model in combined educational settings. A major notion in Nyborg's theory is that ability to learn, in a general sense, is dependent on prerequisites for learning in terms of what has been previously learned/stored in a Long-Term-Memory. This presentation will explore this notion by providing an answer in accordance with the aforementioned theory to the following two main questions: 1. Which kinds of previous learning may be assumed to transfer positively to further learning and to thinking? 2. Which processes, in the learner, may be assumed to be involved in such transfer? Central in the corresponding educational practice is the application of a Concept Teaching Model (the CTM). By means of the CTM children are taught Basic Conceptual Systems including belonging basic concepts (regarding Colour, Shape, Size, position, Place(ment), Pattern, Direction and Number etc.) integrated with oral language skills and to a generalized and transferable level. In the next stage these Basic Conceptual Systems serve as tools for performing important analytic codings or multiple abstractions. In this way they function as prerequisites for the teaching/learning of more complex concepts and conceptual systems, for the teaching/learning of school subjects and skills of different kinds as well as for facilitating communication in general.

Keywords: Theory of learning, concept teaching model, basic conceptual systems, analytic coding